

favourable situations having been secured, the attitude of educators in giving or withholding knowledge, and the manner of their approach to these problems, does exercise a considerable influence over the child's later growth. I have said enough to suggest that it is the educator's general *attitude* that matters, more than any detail of information or method. Moreover, as regards methods of dealing with children's specific sexual behaviour, it can be said that no method will produce immediate results—except, that is to say, a bad method. Severe whippings or brutal treatment will undoubtedly check all sexual behaviour in very many children—although not in those whose conflicts are the greatest and who are, therefore, in most need of help.¹ The majority of children can be cowed or whipped into complete silence and complete conformity, but there is no need for me to say that such a result is entirely undesirable. The more positive methods of real education towards control and understanding and responsibility, and a happy emotional freedom, are inevitably bound to allow for the factor of time, and the child's own real individual growth towards those aims. One cannot expect to find in little children (or in adolescents) that just balance of feeling and action which constitutes satisfactory sexuality in adults. There is little doubt that it is better for the educator to err on the side of verbal freedom than on the side of silence and secrecy.

There are a number of practical points left over for discussion from the theoretical survey of the overt social relations of children, and these I must now briefly take up, in order to round off my statement of the educational bearings of this

study of social and sexual development.

One general maxim with regard to the social education

of young children is that the educator should act for the child,

where *the child cannot act for himself*, whether because of the

overpowering urge of his impulses, the overwhelming stress

of his anxieties, his physical weakness and lack of skill, or

his ignorance of physical and social realities. Where, however,

the child can act for himself, the educator should stand aside.

¹ E.g. the child described in the letter on p. 137.